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# NATIONAL ASSOCIATION of CORPORATION SCHOOLS

## Bulletin

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Volume II

July, 1915

### Democracy and Industrial Training

*Editorial from* SPRINGFIELD, MASS., REPUBLICAN

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### Making Education More Practical

*By* L. W. DOOLLY

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### Schools for Teaching Housecraft

*By* ADA WILSON TROWBRIDGE

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### The Cadillac School of Applied Mechanics

CADILLAC MOTOR CAR COMPANY

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### Seventeenth County Agricultural Schools in Pennsylvania

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### Store Educators Meet to Organize

PUBLISHED BY ORDER OF THE  
EXECUTIVE COMMITTEE

# The National Association of Corporation Schools

Headquarters, Irving Place and 15th Street, New York City

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## Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen, and to provide a forum where corporation school officers may interchange experiences. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

## Functions

The functions of the Association are threefold: to develop the efficiency of the individual employee; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

## Membership

### *From the Constitution—Article III.*

SECTION 1.—Members shall be divided into three classes: Class A (Company Members), Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employees. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

## Dues

### *From the Constitution—Article VII.*

SECTION 1.—The annual dues of Class A members shall be \$50.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$10.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons exist for continuing members on the roll.

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## Bulletin

Published by Order of the Executive Committee  
Edited by F. C. Henderschott, Executive Secretary

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### OUR THIRD ANNUAL CONVENTION

A report of the third annual convention of our Association, held in Worcester, Mass., June 8th to 11th, inclusive, does not appear in this issue of the BULLETIN for the reason that the convention was thoroughly covered by the convention daily issued through the courtesy of the Norton Companies and the American Steel & Wire Company. The convention, however, was the most successful in the history of our Association. Two hundred and seventy-five delegates and representatives registered, and it is probable that there were in excess of three hundred and fifty in attendance at the convention, as it was found, on looking over the list, that many who were present did not register.

The only adverse criticism that was heard in connection with the convention was that there was not sufficient opportunity to discuss the reports of the committees. Notwithstanding no addresses were presented at the various sessions and that the convention opened promptly in the morning, that each session consumed all of the time allotted and that there were two round tables on Tuesday evening and three round tables in session on Wednesday evening and notwithstanding that the banquet did not adjourn until after midnight, there still was not sufficient time for all who desired to discuss the subjects on the program.

The same earnest spirit which was so manifest at the first and second conventions of our Association was again manifest at Worcester and, if possible, in greater degree. The delegates were there to get and give information.

The corporation school is now recognized as a fundamental factor in the educational system of our country. This recognition is accorded alike by industry and by the institutions of learning. It is reasonable to assume that The National Association of Corporation Schools is now an established institution.

The foundation has been laid upon which industrial corporations can build with every assurance of meeting the expectations of an intelligent and discriminating public. Of course, the larger work is yet to be done. The Association has elected as its officers for the coming year, men of reputation, ability and earnestness. The Executive Committee will meet promptly and outline a program to be followed during the coming year. The crucial point has been reached in the development of our Association. How well we meet the problems which must be solved and how fully we determine those problems will, after all, be the basis for the final judgment of the value and usefulness of our Association.

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### **LOOKING FORWARD**

Our Association has accepted the joint invitation of the Carnegie Steel Company and the Westinghouse Electric & Manufacturing Company to hold its fourth annual convention in Pittsburgh, America's greatest industrial city.

Since the invitation was extended our Class "A" membership has been showing steady growth in that section. The American Bridge Company, the National Tube Company, The Pennsylvania Railroad are all heavily interested in Pittsburgh, and Dr. Hamerschlag, Director of the Carnegie Institute of Technology, and Dr. McCormack, Chancellor of America's fastest growing university, the University of Pittsburgh, have added their invitations that our Association next meet in Pittsburgh. Here in the heart of the great steel and iron industry our delegates will next assemble to listen to the reports of our committees and to take a step forward in the movement for broader education. What a wonderful opportunity! What lasting work can be done during the next year. Not only the eyes of industry but the eyes of the educators as well are centered upon our Association. Will we measure up to our opportunity? Will we contribute as much as we should contribute to the solution of the great problem of education for the masses? The earnest co-operation and support not only of our members but of every industrial institution, of every educator, of every public spirited citizen is invited and needed.

Every reader of this article should say to himself "This is my problem. I can be a factor in its solution," and then prepare yourself to help the Executive Committee in the work it will attempt during the coming year.

Our most imperative needs for the present are: First—a constructive program, and, second—sufficient revenue to finance the carrying out of such a program. Our Association has undertaken greater activities than it has revenue to finance. We must get new members, we must cause our present membership to see the necessity of providing ample funds with which to do our work. This is not the problem of your officers, but the problem of every member of our Association. We must have paid investigators. We must not be hampered by lack of financial support, otherwise we will not measure up to our opportunity.

The Executive Committee will prepare a comprehensive definite program defining the lines along which our work will be developed for the coming year. Our Policy and Finance Committee is already endeavoring to increase our financial resources. But do not feel that these problems can be solved entirely by your Executive Committee and your Policy and Finance Committee. These Committees need your earnest, active support. If you feel you can do nothing else, get a new member.

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### **WELL DONE, WORCESTER!**

Our Association is under a lasting debt of gratitude to the Norton Companies and the American Steel & Wire Company for the manner in which they prepared for and took care of our convention at Worcester. Nothing was overlooked and nothing was left undone, either from the standpoint of business or from the standpoint of entertainment.

New England has long enjoyed a reputation for efficiency in business and for hospitality in entertainment. Surely the Norton Companies and the American Steel & Wire Company have justified New England's reputation and added new laurels.

The Chamber of Commerce of Worcester, the press of that progressive city which has for its motto "A City of Prosperity" and even the management of the Bancroft Hotel in which the convention was held, left nothing undone which would have contributed to the success of the convention or the happiness of the delegates. And to the Local Committee in charge of the convention all praise is due. Their efforts were untiring day and night—an expressed wish immediately became to them a command. After the earnest sessions came the relaxation and the pleasures. The automobile tours to points of historic interest for the lady guests, the luncheon in the open at the Norton Companies plants, the flag drill by the girls, the music, the

quiet dignity of it all was thoroughly enjoyed and appreciated. And when the work was done the afternoon and evening at the Country Club provided a fitting climax to a convention which will live long in the memories of those who participated.

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### **REALIZING THE IMPORTANCE OF EDUCATION**

No man is great. There are no great men and there are few fools. Opportunity is the thing that counts.

In these terse sentences George J. Whelan, founder of the United Cigar Stores Company, in an interview with a New York *Evening Sun* reporter, at once epitomized and satirized achievement.

But should not Mr. Whelan add development plus opportunity? What good is opportunity to a boy who has not developed himself so that he is capable of taking advantage of the opportunity?

Thomas A. Edison is reported to have said that normal boys of the age from twelve to fourteen years have practically equal chances for success. Whether or not Mr. Edison made this statement is not material. What the average boy is interested in is to ascertain if the statement is true. A boy must have opportunity, but opportunity before there has been development of the mental qualities of the individual is of little, if any, advantage.

There is but little in heredity and less in luck. The average boy at the age of adolescence, with good health, has practically the same opportunity for success as any other boy, provided he develops his mind. This, of course, can only come through education and training.

Wealth is not material. It is just as apt to be a hindrant as a help. That the majority do not acquire sufficient educational training to insure success can be charged directly to human inertia, the greatest enemy to progress. Without incentive the average boy, or girl for that matter, is inclined to indifference. They seek amusement, they rejoice in being well dressed, they crave the praise of their companions. If there is prospect of immediate reward they are stimulated to make the effort necessary to insure temporary success, but the number who can look beyond and see the greater reward which invariably comes as the result of continued and well-directed effort is comparatively small.

The reason most people do not accomplish more is that they do not attempt more. The boy who does not read good books, who does not embrace every opportunity to extend his general knowledge, has no advantage over the boy who cannot read books and who does not have opportunity to extend his knowledge. Their early ill-advised, poorly constructed and ignorantly executed undertakings are sufficient foundation for most boys upon which to base a firm and continuing belief in their own lack of ability.

Most of us are creatures of environment, slaves to habits early formed, longing for reward which can be had if proper effort was made, believing that luck is against us and envious of those who systematically acquire the proper educational training by which they are enabled to develop their mental capacities thus insuring success. The great problem is to get the boy or girl to see the advantage of education, to understand that all mental development must come through some form of education.

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### **STEPPING STONES TO FAILURE**

*Personal Efficiency*, a magazine published by the La Salle Extension, University of Chicago, has been conducting a popular voting contest among its readers to pick the surest stepping stones to failure. The results of the contest show them to be as follows:

- Dishonesty.
- Ignorance.
- Laziness.
- Cowardice.
- Stupidity.
- Intemperance.
- Insincerity.
- Carelessness.
- Ill-health.
- Egotism.
- Indifference.
- Extravagance.
- Deceit.
- Dissipation.

Whether or not the different negative characteristics are correctly arranged may be subject to question, but that any person containing all of these characteristics could be other than a failure will, undoubtedly, be admitted without argument.



### **NEW MEMBERS**

Since the last membership statement appeared in the BULLETIN the following new members have been received:

#### **Class A**

- American Optical Company, Southbridge, Mass.—Mr. S. W. Cady.  
Dives, Pomeroy & Stewart, Reading, Pa.—Mr. Ralph W. Kinsey.  
Remington Typewriter Company, 327 Broadway, New York City.—Mr. F. E. Van Buskirk.  
The Graton & Knight Manufacturing Company, Worcester, Mass.—Mr. W. Virgil Spaulding.  
The Warner & Swasey Company, Cleveland, Ohio.—Mr. Kenneth W. Reed.  
Winchester Repeating Arms Company, New Haven, Conn.—Mr. Arthur W. Earle.

#### **Class B**

- Mr. James J. Garvey, Western Electric Company, Hawthorne Station, Chicago, Ill.  
Mr. R. E. Webster, Western Electric Company, 463 West Street, New York City.  
Mr. J. F. Raymond, Winchester Repeating Arms Company, New Haven, Conn.

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### **EMPLOYERS CAMPAIGNING AGAINST CHILD LABOR**

"The time between fourteen and sixteen could be much better used in obtaining a good preparatory education than in the ordinary routine of a business office in a busy firm where education must be a secondary consideration."

This is not a statement from the National Child Labor Committee. It is the advice of an Illinois manufacturer to the committee on industrial affairs of the Illinois House in regard to the Shurtleff bill to raise the age limit for the employment of children during school time from fourteen to sixteen. It expresses the position of the manufacturers in both Illinois and Michigan who are pushing bills this year to assure the child an education even after he attains the magic age of fourteen when in most States he is regarded as a potential wage-earner rather than a school pupil.—*The Survey*.



## **DEMOCRACY AND INDUSTRIAL TRAINING**

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### **President Wheeler, of the University of California, Sounds a Note which the Springfield Republican Discusses** *(Springfield, Mass., Republican)*

Certain emphatic remarks made by President Wheeler of the University of California to the teachers' association of that State at the meeting in San Francisco on April 6th, on the subject of vocational training, were imperfectly reported in the press and an authentic version has reached us from the president's office. It does not soften the attack on some phases of modern education, but it explains more fully President Wheeler's point of view. It is a point of view with which many can sympathize who, nevertheless, feel the necessity in one way or another of making the schools an agent for increased practical efficiency.

Is it true that the spirit of caste is increasing in the United States as he believes? That is a hard thing to prove or to disprove—"spirit" is not a matter of statistics, and a fair comparison of one period with another involves a refined analysis of society. Some facts may point one way, some another: we are after all thrown back upon impressions, and the opinions of intelligent observers whose memories go back to the earlier day are worth while, even though not conclusive. It is his fear for democracy which makes President Wheeler suspicious of the new demand for vocational training:

Does it propose that the life occupation of a child shall be determined for it early in life? That means that children shall follow mainly the craft of their parents. It is an old device of monarchical, aristocratic Europe for committing the young to manual and industrial pursuits. It is the old derailing switch which can be relied upon to shunt the children of the laboring classes out into the labor field at the age of twelve and shut them off from the open road to highest attainment, even though they have the talent and the will for it. That is not democracy. It is just the opposite. Democracy is a matter of free opportunity, a fair field and equal chance.

### **Application and a Clear View**

The peril he describes is one which America cannot afford to ignore. In so far as vocational training, intentionally or other-

wise, works as he indicates, it must be a menace to American ideals. It need not be such a menace: It is quite possible, in the long years which America generously gives its youth to prepare both for work and for life, for an immediate task and for a career not stopping short of the highest. All that is needed is application and a clear view of the end to be attained. If results are meager in proportion to the lavish expenditure of time and money, it is partly because we are just now in a time of transition. We are not confident nor even agreed as to what education ought to be or as to what benefits it ought to bring. When educators quarrel how can parents have confidence? When society is skeptical as to the value of what the schools have to offer, what wonder if boys and girls would rather quit their books and turn to tasks no more arduous which bring in a little ready cash?

### **Growing Army of "Drifters"**

That is the situation which confronts us, and vocational training has been made necessary by this growing army of drifters who, for lack of foresight and enterprise, are getting caught in the blind alleys of unskilled occupation. The majority, as industrial surveys have shown, might have remained in school if they had chosen; they did not consider the schooling worth the sacrifice of a small wage, sufficient for new clothes, trolley rides, dances and the "movies." This is an aspect of the problem which President Wheeler ignores. Democracy, like the freedom of the will, is full of troublesome dilemmas—what is to be done if a free people does not care for education and refuses to be educated? For a stop-gap, at least, the most useful thing seems to be to try to give the young people who prefer to quit their books what useful training is practicable. If on this utilitarian plan they can be tempted into further studies, so much the better, but at any rate they can by training materially increase their earnings and the likelihood of sticking to a job.

### **Undemocratic Sentiment Resented**

Yet while vocational training has been forced upon the schools by changes in the social and industrial order, it must be owned that it is often advocated in terms which give altogether too much ground for President Wheeler's strictures. We hear too many complaints that the schools educate children "above their station in life." It is sarcastically asked why the children of mechanics and laborers should be educated as though they

were rich men's sons. "Fads and frills" are criticized as though they were aristocratic embellishments for which plain Tom, Dick and Harry could have no use. But the truth is that a good education is much the same for all who have capacity for it. Fads and frills, in so far as they are really such, are as harmful for one class as for another. The public schools are good enough for all, and President Wheeler is right in saying that it would be a misfortune to shape them to the assumed special needs of the masses and to leave the wealthy to send their children to private schools for education of a superior sort. That demand, though often made in the name of democracy, is traitorous to the democratic principle, and a reversion, as President Wheeler puts it, to the notions of the "ragged school."

### **Free Opportunity, a Fair Field and Equal Chance**

He probably exaggerates somewhat the dangers which he indicates, because America as a whole is with him on the issue of "free opportunity, a fair field and equal chance." If that issue is temporarily obscured it is for the reason that education itself is somewhat befogged. It can only reflect the ideals of society, and those ideals have in our time been passing through an almost unprecedented confusion and revaluation. Since last August the titanic struggle of rival cultures has forced upon the attention of all problems which for years have been disturbing the minds of thinkers. It may be that the issue of the war will to some extent clear the air. It may help to settle social ideals and thereby to clear the way for the solution of educational problems. Of these, the greatest, so far as America is concerned, is the combination of democratic freedom of opportunity with increased industrial efficiency. It is not insoluble in a land so rich in resources as this, but its solution demands a loyal co-operation between forces which at present are engaged in a damaging rivalry. As President Wheeler says: "The public school must be made and kept the school for all without recognition of classes and conditions, and it must shape its work and plan so as to close no door, but rather open the freest opportunity for the best achievement and the highest advances." That is a wholly democratic ideal.

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### **PETRIFYING**

*She*—"Oh, professor! I saw such a funny old fossil in the museum to-day. I thought of you at once."—*Judge*.

## **IN BEHALF OF THE COLLEGE GIRL**

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### **Association of Collegiate Alumnae Aids in Choosing Vocation**

A large number of prospective graduates from colleges and universities are sending inquiries to Mrs. Thomas B. Carpenter, chairman of the vocational committee for the Western New York branch of the Association of Collegiate Alumnae. Since this committee was organized, two years ago, Mrs. Carpenter has made a special study of occupations for women and the opportunities afforded by Buffalo and vicinity. She has communicated with scores of girls and is looking forward to the time when an employment office will be maintained to take care of such inquiries. It is hoped that a desk may be reserved in the College club for this work.

Because the original plan of the national committee was to seek out vocations other than teaching, Mrs. Carpenter has investigated other opportunities for women and has discovered that girls have now as wide a choice as men. There is here and everywhere a wide demand for college women who will take hospital training and equip themselves to become hospital superintendents, and positions are constantly opening up for women who are trained bacteriologists and chemists. According to Mrs. Carpenter, there is a good opportunity for these positions in Buffalo and at Niagara Falls. Men are discovering that women are especially fitted for analytical work.

### **Demand for Scientifically Trained Women**

"Of course, these positions require a special training, after the liberal arts degree is obtained," says Mrs. Carpenter. "If girls would only decide sooner what work they wanted, they could shorten the time for preparation. There is a big demand for scientifically trained women, but they do not seem to want to take the training."

From publishing houses come demands for women as proof-readers, positions which may develop into better work for those who show ability and aptitude. Girls are inquiring also about opportunities to go into landscape gardening.

"The great trouble with many girls is that they are seeking something pleasant and are going into work that is not teaching with an expectation of leisure," says Mrs. Carpenter. "Employers say they want women who will not go into their offices

carrying the standards of the leisured classes. They want women who will give an eight-hour day, be willing to work overtime and not expect long vacations, especially when they are learning.

"Besides, I find so many girls who seem to have no understanding of the importance of experience. A girl wrote me the other day asking if she couldn't be assistant editor of *Youth's Companion*. Others are looking for something that sounds unusual and attractive. I have even come across the woman who wants to read to the blind. There are still women who want to read for the sick and think there is enough of that work to make a living."

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## COUNTRY GROWS IN WEALTH

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### Census Bureau Finds \$1,965 as the Per Capita Average

A preliminary bulletin issued by the United States Census Bureau estimates the national wealth as \$187,739,000,000 and the per capita wealth as \$1,965. The estimates are based on data collected in 1912. This means that at that time there was \$1,965 in the United States for every man, woman, and child of the country's population.

Among the States, New York led the list of aggregate wealth with \$25,011,000,000. Illinois came next, with \$15,484,000,000, but was closely pressed by Pennsylvania, with \$15,458,000,000. But in per capita wealth Nevada, the smallest State in point of population, led the list, with \$4,865. Iowa was second and North Dakota third in the per capita column.

The figures collected by the Census Bureau show that the country has steadily been growing richer, and based on the normal increase the country in 1915 is much wealthier than in 1912. The figures go back to 1850, when the national wealth was only \$7,136,000,000, a per capita wealth of \$308. In the sixty-two years since then to 1912 the increase has been twenty-five times.

In 1903 the wealth of the British Empire was \$108,280,000,000. In 1904 the wealth of the United States was \$107,104,000,000. The amount of the wealth of the British Empire credited to the United Kingdom in 1903 was \$72,997,000,000. The wealth of Germany, computed in 1908, was \$77,864,000,000. Comparative estimates for other nations were not available.



## **MAKE INDUSTRIAL ENGINEERS**

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### **New Course at New York University—Men to be Trained in Business Methods**

The School of Applied Science of New York University, recognizing the need and demand for a training in business methods on the part of engineers, offers a full four-year curriculum in industrial engineering, leading to the baccalaureate degree. The requirements for admission are the same as for all other matriculants in the school, and the students of the new course will be incorporated into the regular classes of the school, and will be in every way an integral part of the general student body.

The course has been established because of the belief that graduates of the best engineering schools often fail later of realizing their ambitions because, although highly trained technically, they are quite unable to handle the ordinary business propositions that arise in the course of developing enterprises founded upon a commercial basis. Moreover, there is an increasing demand and opening for men to engage in the business side of engineering immediately upon leaving the technical schools.

The course aims to give the fundamentals of engineering; to replace the more advanced courses in engineering by fundamental courses in business, including accounting, economics, industrial history, statistics and cost finding, business organization, factory organization, and engineering economics or shop management.

It is expected that the new course will train men especially for such fields of usefulness as management of engineering, and industrial enterprises; salesmanship of engineering products, manufacture of materials, machine and machine products, and transportation and construction work.

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## **SUCCESS**

"That man is a success who has lived well, laughed often and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche and accomplished his task; who left the world better than he found it, whether by an improved poppy, a perfect poem or a rescued soul; who never lacked appreciation of earth's beauty or failed to express it; who always looked for the best in others and gave the best he had; whose memory is a benediction."—*Robert Louis Stevenson.*



## **TECHNICAL TRAINING FOR SOCIAL WORKERS**

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### **Committee Says That Special Knowledge Is Needed And Must Be Acquired**

Urging that the social worker should have more technical training and declaring that it rests with the workers themselves whether their calling rise to the plane of a profession or sink to the level of a trade, the committee on the professional basis of social work, of which Porter R. Lee of the School of Philanthropy, New York, is chairman, submitted its report at the general session of the National Conference of Charities and Correction at the Academy of Music, Baltimore.

The report was an exhaustive treatise on the education needed by the social workers, and says that technical training alone will never make a social worker. "Social ideals and the spirit of sympathetic understanding," it says, "of the human soul are indispensable."

Then it adds that the social worker of the future will be a technically proficient person, "but how far in the future this type of social worker may be we do not know."

In conclusion the report says:

"Social workers find economics, biology and psychology essential to their own preparation, but beyond these there is need for the facts of social economy scientifically interpreted. Social work will grow from an occupation to a profession just as rapidly as its practitioners develop this body of knowledge out of their experience and acquire the power to apply to it. When this committee considers on the one hand how easily workers assume the mantle of expertness and on the other how long and how painstaking is the process by which the older professions have come to authoritative leadership, it could wish for social workers of this generation, as part of their endowment, nothing more earnest than the spirit of humility in the face of their unparalleled opportunity."

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### **THE WRONG ANSWER**

Tommy came home from school very remorseful. "Well, my son," observed his father cheerfully, "how did you get on in school to-day?" Tommy said he had been whipped and kept in. "It was because you told me the wrong answer," he added. "Last night I asked you how much was a million dollars and you said it 'was a hell of a lot.' That isn't the right answer."—*School Board Journal*.

## **CLASSES FOR STORE GIRLS**

### **An Organized Movement in New York City with a Two-fold Object**

An organized effort to improve the status of the thousands of girl employees in the department stores of New York is being made by the Department Store Education Association, presided over by Miss Anne Morgan. The object of the association is twofold: the Health Department, under the direction of Dr. Kristine Mann, provides lectures on hygiene and corrective gymnastics and physiology, and the Educational Department, of which Miss Beulah E. Kennard, M.A., is head, has formulated an entirely new system of vocational and technical training based on intensive study of the products handled by the various departments.

The first departmental classes held under the auspices of the association are in co-operation with Stern Brothers store. The girls attend school during store time.

## **SIMPLIFIED SPELLING**

After a few weeks at boarding school Alice wrote home as follows:

"Dear Father:—Tho I was homesick at first, now that I am getting acquainted I like the school very much. Last evening Grayce and Kathryn (my roommates) and I had a nice little chafing dish party, and we invited three other girls, Mayme and Carrye Miller and Edyth Kent. I hope you are all well at home. I can't write any more now, for I have a lot of studying to do. With lots of love to all. Your affectionate daughter, Alyss."

To which she received the following reply:

"My dear Daughter Alyss:—I was glad to receive your letter and to know that you are enjoying yourself. Uncle Jaymes came the other day, bringing Charls and Albyrt with him. Your brother Henrie was delighted, for he has been lonely without you. I have bought a new grey horse whose name is Byllye. He matches nicely with old Fredde. With much love from us all, I am your affectionate father, Wylliam Smythe."

The next letter from the absent daughter was signed "Alice."—*School Board Journal*.

## MAKING EDUCATION MORE PRACTICAL

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### Our Educational System Has Failed to Keep Pace with Our Industrial Development

Under the title "The Educational Scrap Heap and the Blind-Alley Job," L. W. Doolly considers, in the *Scientific American Supplement*, the vitally important economic and social problem of increasing the number of skilled and efficient workers through education and training in our public schools—chiefly the grade schools. Following is a brief abstract of Mr. Doolly's thoughtful paper:

With the idea of increasing the efficiency of our school system in this direction, a commission was appointed some six or seven years ago to investigate the need of practical education throughout the State of Massachusetts. The commission naturally first studied the need of industrial education in the great manufacturing centers. In the course of their investigations of the condition of the employment of children between fourteen and sixteen years of age they found that nearly five-sixths of the children in the mills have not graduated from the grammar schools, and a very large proportion have not completed the seventh grade, while practically none had a high-school training. To be more specific, a conservative estimate would be that every year in the State of Massachusetts from 20,000 to 30,000 boys and girls, on reaching the age of fourteen, leave the schools to go to work. This army is four times as large as the group which, at approximately the same age, enters the high school. Only one of every six of these children taking up some wage-earning occupation has reached the eighth year or grade of the elementary schools, only one of every four has attained the seventh year, only one out of every two the sixth year. The record of the number of pupils that enter the high schools and colleges in Massachusetts is as good proportionally as any State in the Union; so that above figures would be a conservative figure for the rest of the country. . . .

### Our School System Has Lagged

There can be but little question that our school system has lagged behind the development of those forces of business organization with which they should be clearly articulated. Our school system is only just now entering upon the stage of efficiency which industry has long since considered. Nowadays educational experts are beginning to see that the dull pupils can be

rescued and that stupidity has various causes, a great many of which may be cured. In years gone by, if a girl or boy did not get on well in school he or she was most likely noted as being just plain stupid, and called a dunce, and allowed to drag along until the day came, when he or she would leave school. These children have been referred to as the scrap heap of the public school system. . . .

The problem to-day is how to retain our industrial supremacy, our present industrial organization of highly specialized work, and to develop the whole boy and girl so that we may have successful men and women with industrial habits to live useful and happy lives.

This cannot be done by groups of social workers in this country attempting to tear down our industrial system by forcing unjust legislation on the community, such as compulsory full-time education for children up to sixteen years of age or over. Our social and industrial system is a growth, and we are at the present time passing through the transition period of a change in our industrial and social system, the like of which has never been experienced in any equal space of time during the world's history. All this means readjustments of our social institutions, particularly the educational system. The school and factory must work hand in hand. The school must supplement the factory in such a way as to overcome the deadening effect of highly specialized work, and at the same time give a training that will develop the child so that when he has passed his usefulness in that juvenile work he may have the training and intelligence to enter other lines of work.

Any attempt to degrade our factory system, which employs practically two-thirds of the children that have left school as soon as the law allows, by saying "it is ignorance on the part of the parents who allow the child to enter the mill or factory, and that neither power nor advantage is gained by entering the industry at an early age, and the child who does enter associates himself with our most undesirable population" is detrimental to the child and organized industry. . . .

### **Lessening Our Educational Scrap Heap**

In order to reduce our so-called educational scrap heap it is necessary to change our school system so that it will educate the whole boy and girl of this day. A manual-training department should be attached to every school in this country. Children should be taught as soon as they go to school to use their hands,

as the father and mother did in the rural communities a generation ago. It is very important that they should be taught when they are young. The aim of all this will be to make every boy and girl, when they reach the age of fourteen, know how to use their hands with some degree of skill, to be "handy" in addition to the ordinary academic work. For the majority this will not necessitate any more hours of work (school). We have evidence that by reducing the time allotted to academic work and substituting manual work the mind will be stimulated. In addition, the child will not leave the school with a feeling of repulsion. . . .

We must act on the principle admitted by everybody who knows or cares anything about education, that the way to secure a good training for the mind is not to end the school life at the most plastic period, fourteen years of age, or in the case of foreigners, as soon as they can pass an examination, but to insist that every boy shall spend a certain number of hours a week under educational training and sound teaching till he reaches manhood. . . .

#### **Failed to Provide for the Great Majority**

It may be said, therefore, that while we have built up in the industrial centers of the United States at an enormous expense a colossal system of education offering opportunity for a general education and to prepare for admission to colleges and higher technical schools, we have failed to provide for the greater majority of boys and girls who enter industrial life in juvenile occupations; that is, a practical relation between industry and education for that great mass of pupils who are going to work with their hands as soon as the law allows. We allow the results of our educational system, as far as these children are concerned, to be very largely wasteful and lost. We cease to educate these all-important years, during which we all know that education is most needed and valuable to our working people. . . .

The efficient democratic school of the future must have a course of study in the elementary schools that will be adapted to the aptitudes of the great mass of children who are motor-minded and must be reached through the manual and objective methods of teaching. In this way pupils will be attracted to the schools, and not leave as soon as the law allows. Vocational advisors should be established to assist and direct children in selecting vocations and while attending compulsory part-time education. Intelligent selection of an occupation is the result of intelligent preparation. We cannot expect young people to find

themselves vocationally, without furnishing them with any raw material for thoughtful selection. Our public-school system should audit our social accounts and publish the opportunities available to young people, that they may choose their life work scientifically, and in this way reduce our scrap heap of unskilled labor to a minimum. Blind-alley jobs will then become ports of entry into more skilled and profitable positions.

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### **JOHN MARSHALL NIGHT HIGH SCHOOL**

RICHMOND, VIRGINIA

The school stands—first, last and all the time—for two things—*To Build Character and Create Efficiency.*

#### **Our Platform has Four Planks**

Plank One: Our Motto—*"Watch."*

Plank Two: Our Purpose—*A School to Make Richmond Famous.*

Plank Three: Our Endeavor—*To do a Service to Some One Every Day.*

Plank Four: Our Creed, we believe—

That life is a mirror of King and Slave,

'Tis what you are and do;

Then give to the world the best you have,

And the best will come back to you.

#### **Policy of Management**

The Superintendent of Schools and the School Board earnestly desire the co-operation of parents, employers, and the public generally, in their endeavor to give every boy and girl, man and woman in Richmond an opportunity to use their spare time for self-improvement and advancement.

Courses are offered to suit all. Enrollment 1,864. A Savings Bank. Everybody learning *Thrift.*

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### **WHAT INDUSTRIAL EDUCATION IS**

Industrial education is not something apart from general education, the statements of Benjamin Ide Wheeler to the contrary notwithstanding. It is the finishing touches to the general education of the mechanic and the tradesman, just as the classics, pedagogy, law and medicine are the finishing touches to the education of the teacher, the lawyer and the physician.—*School Board Journal.*



## **SCHOOLS FOR TEACHING HOUSECRAFT**

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### **The Value of Vocational Training for Girls is Granted in the Educational World**

ADA WILSON TROWBRIDGE

That the value and importance of vocational training for girls is taken for granted in the educational world is evidenced by the fact of the establishment of housecraft schools in many of the leading cities of America.

Former Superintendent Randall J. Condon, while at the head of the school department of Providence, R. I., was one of the first of our modern educators to grasp the trend of vocational movement, and his farsightedness is exemplified in the move of a year or more ago for securing the active co-operation of the Manufacturers' Association with the public school system, and in extending the control of the schools over the half-time pupils when employed in the shops. He saw that the necessity for preparing girls to become home-makers is even greater than that of preparing the boys to enter the factories, and it was his ideas as to the scope, function and possibilities of a housecraft school for girls that made it possible for such broad and varied activities to crystallize in the Willard Avenue Home School of Providence.

A five-room flat, rather below the average, perhaps, situated on Willard Avenue, in one of the thickly settled and poorer districts of the city, was selected, the object being to show what may be done to make the ordinary tenement attractive and home-like. The arrangements of rooms was well adapted to the new enterprise, including a hall, living room, sewing room, dining room, bedroom, kitchen and bathroom, and a basement laundry, complete, thus bringing a lesson of responsibility as well as appealing to the home-making instincts of a girl's nature. During the first week they were busy hemming tablecloths, napkins and dish towels, and were expressing their taste and ingenuity in hanging curtains and pictures, placing furniture, arranging dishes in the china closet, and in getting acquainted with the problem of cleaning and settling a new home. Since the opening, the first week in December, the girls have done all the work connected with the school except caring for the furnace. They have built the fire in the kitchen range, and have done all the cleaning and all the laundry work.

The work has been divided into three parts, the sewing, cooking and housework, a teacher being in charge of each department. As the home environment and size of the rooms necessarily limit the number of pupils which it is possible to accommodate satisfactorily, the girls have been divided into groups of about 10, one group under the supervision of each teacher. Thus, one division, numbering about 30, attends on Monday and Tuesday afternoons from 4 to 6; a second attends on Monday and Tuesday evenings from 7.30 to 9.30; a third division, numbering about the same, attends on Wednesday and Thursday afternoons of each week; a fourth on Wednesday and Thursday evenings; a fifth on Friday afternoons; Friday evening being reserved for social gatherings. The group of girls having sewing for one lesson has housekeeping the next, and cooking for the third lesson, coming back again to sewing for the fourth lesson. With this rotation and the careful records kept by the teachers, every girl receives instruction in all the work of the three departments. The afternoon classes are made up chiefly of children from the grammar school and the evening classes of working girls who are employed during the day.

### **Furnishing the Home**

Under the guidance of teachers in the various departments of home economics, the Home School afforded vital lessons in home making, as the pupils were confronted with the task of furnishing and decorating a real home at the least possible expenditure—the problem that confronts every family of moderate means. The pupils of the Technical High selected the wall paper, planned the color scheme to be carried out in the different rooms, selected furniture, paint and floor stain, and made and decorated the simple, tasteful curtains. The boys, as well as the girls, aided in making articles for the Home School, contributing picture frames, towel racks, ironing boards, a cabinet for the bathroom, a large clothes frame for the laundry, an ornamental lamp, and other articles for home use and adornment. So before the Home School was opened, in the hands of the wise superintendent, it had served as the most practical sort of a laboratory for many students in home economics.

### **A Course in Housework**

A comprehensive course in housework has been carried out including:

1. Bedmaking and all that pertains to the hygienic care of the sleeping room.

Bedmaking for the sick and care of the home sick room.

2. Cleaning, sweeping, dusting and care of the floors, rugs, curtains, draperies, etc.

3. Laundry work; the theory of cleansing; how to bleach, remove stains, etc.

4. How to serve meals; how to spread the table and care for the linen; table manners, etc.

5. Informal talks on hygiene.

6. Informal talks on books.

The work in hygiene has embraced what to do in emergencies, the care of the hair, care of the teeth, complexion, the feet, as well as more intimate matters of hygiene. The results have been astounding, showing many interesting developments and proving beyond question that many things can be handled in the home environment that it is impossible to approach adequately in the ordinary schoolroom.

### **Classes Mostly Working Girls**

The classes are composed of working girls, many of whom are looking toward having homes of their own in the near future, and so the problems of the selection of all articles for home adornment and use, the simple, refined and effective ways of preparing and serving meals and offering hospitality, and other matters pertaining directly to the management of a home have received special attention. As a part of their work, the evening girls have been fitting up an attic room in the tenement, selecting and putting on the wall paper themselves, painting the woodwork, finishing the floors, making the box furniture and the curtains and framing the pictures.

Every effort has been made to cultivate the element of taste—taste in dress, in personal adornment, and in the selection of everything that enters into the making of a home. Beginning with cleanliness as the basis of all beauty, a simple consideration of color and form, and design and use has followed, reaching out, in this way, into all the aspects of life both material and spiritual. To give through the home an ideal of good taste that may be lived into every phase of existence has been the motive of the work at the Home School.

### **Home Economics**

In all the departments of the work the cost of materials has been discussed and the relation which one expenditure bears to the other household expenses. Precept and example have been given to show the wisdom of buying, no matter how much de-

sired or needed until something really worth while can be purchased. And as many problems as possible have been given to bring out the satisfaction of being able to practice economy, and the intelligent joy of being inventive and resourceful.

The girls have written notebooks covering all the work in the school. The notes are carefully prepared by the teachers and copied by the pupils and are so simple, direct and comprehensive as to furnish, it is hoped, helpful and practical information for the homes into which they go. In every way possible the Home School has been put in direct co-operation with the homes of the children, to establish that human relationship between teachers and pupils and parents which it is almost impossible to establish in the more formal conditions existing in most of the public schools.

How to take care of younger brothers and sisters has received special discussion in the housekeeping classes, and the girls have been told to bring their home problems in millinery, dressmaking, or in any other line, to the teachers of the Home School for assistance. In small groups the mothers have been invited to the school, and for some of the mothers the children have prepared and served simple meals.

#### **Great Interest in Hygiene**

No lessons are more popular than those of hygiene, and the girls have offered to remain after school hours if they might have extra work along this line. Many of the requests sent in for new books for the library have been for books on hygiene, and much interest has been shown in the discussions of ventilation, pure water, sanitary drinking cups and towels, the transmission of disease by contact, malaria and the mosquito, and other matters pertaining to health. This is a particularly hopeful sign, for when the factory girl herself is intelligent enough to demand sanitary conditions in which to work, and sanitary tenements in which to live, she will get them.

As the most thoughtful educators for some time past have been working on their problems with a view to meeting more practically the demands of the community, the Home School training and its means of offering the fundamentals of an education seems to point to one solution of this absorbing and perplexing question. Even more important is the social and ethical side when it is realized that the Home School is an opportunity for putting inspiration into the drudgery of daily necessity, and for capturing the soul that will one day express itself in the relations of wife and mother.

### **ADDING COMPULSION TO EDUCATION**

For several years the reports of the United States Commissioner of Education have recorded the fact that six States in the Union have no compulsory school attendance laws. They cannot do so again. Texas and South Carolina, at their legislative sessions just ended, joined those States that believe a little compulsion with one's education is not a bad thing. Georgia, Florida, Alabama and Mississippi remain without laws of a compelling character.

The Texas measure sets a high standard for a beginning. It requires all children between eight and fourteen to attend school. Taking effect September 1, 1916, it demands that children attend sixty days the first year, eighty days the second, and one hundred days thereafter in each school year. It provides for attendance officers, fixes penalties for the violation of the law by either parents or children, and provides for the establishment of parental schools by counties desiring them.

The South Carolina statute, like those of a few other southern States, is optional. Any school district or number of adjoining districts may adopt compulsory education upon the expressed will of a majority of the qualified electors of the territory affected. When any district has adopted compulsory education, all children between eight and fourteen are required to attend school continuously for the entire term either at public or private schools. Children between fourteen and sixteen who are not usefully employed, or who are illiterate, are also required to attend.

Michigan strengthened her existing requirements. At present children between fourteen and sixteen need not attend school if legally employed. The new law declares that no one under fifteen may be employed during school hours, and in certain specified occupations at no time.—*The Survey*.

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### **VOCATIONAL SCHOOLS SHOULD BE FOR PARENTS**

Governor Ferris of Michigan has approved of vocational and evening schools and has urged installing more of these schools in the country because of the great amount of good derived from them.

In a recent address before an educational body Governor Ferris gave a strong boost for these schools.

He said in part that the greatest thing that the school authorities and school teachers could do for the boys at school was to help them organize their own ideas, help them build them up.



He said that the best way this could be done was by teaching them vocational direction, which is quite different from vocational training, and that of the millions of dollars invested in Michigan for schools and educational systems, they are worth only half of what they cost, as they are idle half the time.

He urged having more vocational and evening schools as a remedy for this needless expense.

He said that these schools should not run for children, but for the parents and adults, who need them more.

This would entail a very large expense and perhaps raise a cry of extravagance, he said, but he would try to do something along just these lines before his term of office as governor of the State expires.

He said he believed in trying to conserve human interest and energy, not money, and this could be done by educating them in evening and vocational schools.

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### VOCATIONAL TRAINING OF TO-DAY

"Spencer's doctrine that science was the knowledge of greatest worth, and that skill in the arts by which the individual and the community live should be a prime object in all sorts of education, gained scanty acceptance in the generation to which he belonged," says Dr. Charles W. Eliot, of Harvard.

"Even now is not the cause of the present movement toward the sciences and the useful arts a means, or staple, of education?

"The real cause of the present American tendencies in education is the new and complete dependence of modern industries, commerce and government on applied science working through mechanical power, machinery, the wiser utilization of natural resources and the varied skills which human beings must possess in order to direct these new agencies.

"The first duty in the education of the young is to prepare them, effectively, for usefulness and a fruitful life in the actual world into which they are soon going out—a world very different from the world of 1850, and even of 1880.

"This is the justification of the popular demand for vocational training. The demand is, of course, too narrow; it should cover the whole period of education and apply to all educational means and methods."



## **CADILLAC SCHOOL OF APPLIED MECHANICS**

**Provided by the Cadillac Motor Car Company for the Benefit  
of the Community, Industry and the Country**

*(Extracts from a Booklet on the Work of the School)*

The present manufacturing system—in which employees specialize upon one certain operation or process—has produced operators who become adept within a narrow field, but has at the same time limited the ability and vision of men who with broader training would develop into master mechanics and thoroughly informed executives. Very few men are now being given the general all-round training which is imperative in those who hold commanding positions.

Recognizing this industrial need, the technical schools have emphasized a technical training, yet experience teaches that the diploma from the technical school only testifies that its possessor has been given some rudimentary insight which should aid him in mastering the greater practical manufacturing problems which no mere school can teach.

The contribution of the Cadillac Motor Car Company to this social and industrial need of the future is the Cadillac School of Applied Mechanics. It is both more and less than a technical college. Its graduates are at least first-class mechanics, drilled in the practice and theory of mechanical construction as applied to the automobile industry, and among them will be many, if our hopes are realized, who will forge ahead to distinguished positions of leadership and responsibility. For this purpose the Cadillac School of Applied Mechanics was founded and is maintained. It is no more an institution for personal profit or advantage than is the public school. It is provided by the Cadillac Motor Car Company for the benefit of the community, the industry and the country as a whole.

### **General Information**

The time required to complete this course is six thousand hours, or approximately two years, during which time we endeavor to give the young men thorough experience in the following departments:

Bench Work, Drilling, Milling, Lathe Work, Chassis Assembling, Motor Assembling and Tool Room. Some of the students receive experience in the Gear Cutting, Drafting, Grinding and Screw Machine departments, depending upon their pro-

ficiency and also upon their ambition. Four cylinder automobile driving will be taught each student for two hours each day for six days, the last week of his six-thousand-hour period.

The course is primarily shaped so that the young men may become competent and thorough machinists and tool makers. After having finished the course, they should have acquired a foundation which will be most valuable if they desire then to qualify as draftsmen, tool designers, foremen or engineers.

Students in the Cadillac School are under the direct care of competent mechanical engineers, who have had the advantage of both technical and practical experience. These instructors devote their entire time to educating the students in the proper use of tools, and the ways and means of doing work correctly.

Students are paid while under instruction. The pay is 14, 15, 16 and 17 cents per hour, the advances being made every six months. Cash prizes are also awarded to students for extra effort.

No exception to these rates is made in the cases of applicants who have had former experience, although such experience would, of course, be of considerable advantage to them in obtaining a position.

One hundred dollars as a bonus is also given to those who complete to our satisfaction the course of six thousand working hours.

The students work from 6.30 to 11.30 and from 12.30 to 5.30 five days of the week, and on Saturday from 6.30 to 11.30 A.M. We reserve the right, however, to modify these hours of work as exigencies of the business may require.

We reserve the right to discontinue the services of any student at any time his services are not satisfactory to us or when factory conditions warrant our so doing.

Applicants are requested to fill in and return to us the blank, or to call upon the supervisor, at the factory.

There is no regular date set for entering the school. Students are received whenever opportunities occur. Applicants are notified by the supervisor when their services are required.

### **Class Work**

Three classes, one in lecture work on Automobile Construction and Machine Operation, one in Mathematics, and one in Tool and Jig Designing and Drawing, are conducted in connection with the school during shop hours.

These lectures are illustrated with stereopticon views.

Students receive credit on their course as well as pay for class attendance.

Students will be required to finish satisfactorily thirty plates on Tool and Jig Designing. Half-size copies of these plates are furnished free to all students, and the \$100 bonus will not be paid until these or an equivalent amount of mechanical drawing can be shown by the student.

### **Subjects Taught in Class Work**

The class and lecture work cover the following subjects:

Character building.	Fractions.
Rules for success.	Percentage.
Movement studies.	Trigonometry.
Automobile Construction.	Mensuration and geometry.
Machine design.	Strength of materials.
Tool and jig—	Resolution of forces.
Design and construction.	Pneumatics.
Iron and steel making.	Screw machine—cam design.
Heat treatment of steel.	Physics.
Machine tool operation.	Applied mechanics.
Drilling—Milling—Turning.	Heat.
Grinding.	Hydraulics.
Styles of cutters used on machines.	Electricity.
Proper grinding of tools.	Solution of triangles.
Thread cutting.	Sine and tangent table.
Taper turning.	Spur, bevel, worm and spiral gearing.
Spiral milling.	Gear calculations.
Index work.	Shop system and efficiency.
Jig boring—button system.	Machine shop mathematics.
Use of micrometer and Vernier caliper.	Pulley and gear diameters.
Use of indicators.	Screws and wedges.
Proper speeds and feeds for machines.	Cost calculations.
Free hand sketching.	Weights and levers.
Blue print reading.	Falling bodies.
Model drawing.	Centrifugal force.
Two and four cycle engines.	Belting.
Air and water cooled engines.	Rope drives.
Sleeve and poppet valve engines.	Chain transmission.
Blanking, forming, piercing and drawing dies.	Problems in shaft design.
	Design of bearings.
	The pendulum.

### **Requirements for Admission**

Students must be of good moral character. Smoking cigarettes, chewing tobacco or using intoxicating liquor in any form during the two-year course is positively prohibited.

Applicants must be at least eighteen years of age. Where the age is not apparent, applicants are required to make affidavit as to age before a notary public.

We require that all applicants understand and are able satisfactorily to add, subtract, multiply and divide both decimals and common fractions.

We much prefer applicants who have had at least two or three months of shop experience; also those with whom we have had an interview.

### **School Prizes**

Examinations are held during June and December of each year. The test covers the practical shop work and the subjects covered in the class room during that period. Prizes are awarded to the students obtaining the best percentages. In determining the standing of the students, the Shop Efficiency percentage and the Examination percentage each count one-half.

The General Shop Efficiency per cent is determined each month by considering the mechanical ability, perseverance, tactfulness, and character of the student.

A committee consisting of at least three department heads will make all decisions relating to the awarding of the prizes. The names of the students who receive prizes will be published in the school catalogue.

The prizes are:

One First Prize of \$50.00.

Three Second Prizes of \$25.00 each.

Five Third Prizes of \$10.00 each.

A Prize of \$15.00 will be awarded all students who work any consecutive six months without losing any time or being late.

A Prize of \$100.00 will be awarded to all students who work the entire 6,000 hour period without losing any time or being late.

A Prize Tool Certificate valued at \$1.00 will be awarded to all students who work one calendar month without losing any time or being late.

These prizes make it possible for a student to receive, including the \$100.00 graduation bonus, a total of \$460.00 in money, and \$24.00 worth of tools or books, during his 6,000-hour period, in addition to his regular wages.

### **Piece Work**

Students who work occasionally at piece work will receive three-quarters of the regular shop piece work rate.

Those working on the bonus system will receive the same percentage of increase as the other workmen.

### **Special Courses for Technical Graduates**

These courses are arranged to round out the student's technical training by practical experience, in order that the Cadillac Motor Car Company may have available men from whom to select executives.

These courses require 3,000 hours to complete, and applicants will not be enrolled who do not express an honest desire to remain with the Cadillac Motor Car Company at least two years.

Students will receive 20 cents per hour for the first 1,500 hours, and 24 cents per hour for the last half of their course.

The wage the second year will depend upon the department in which the graduate wishes to specialize and also upon his individual ability.

Three hours class work per week, consisting of one hour lecture work on machine operation and automobile construction, one hour in mechanical drawing on tool and engine design, and one hour in advanced shop mathematics, is given all students with pay, during working hours.

No bonus will be paid at the completion of these courses, and no prizes will be awarded as in the regular course.

The special students are governed by the same rules and conditions with the exception of those here mentioned, as the students in the regular course.

The students receive approximately three months' training in four departments, and these are selected according to the ambitions and qualifications of the men.

The following departments are recommended for the Automobile Course:



Chassis Assembling.  
Motor Assembling.  
Block Testing.  
Repairing.

The following departments are recommended for the Engineering Course:

Chassis Assembling.  
Motor Assembling.  
Block Testing.  
Drafting.

The following departments are recommended for the Manufacturing Course:

Drill Press.  
Milling Machine.  
Lathe.  
Automatic Screw Machine.

The above arrangement can be varied where occasion requires.

#### **Wages Received by Graduates**

Total number of graduates to November 30, 1914....	125
Total number of graduates who reported their wages	59
Highest wage per week being received by one graduate	\$100.00
Average wage per week of five highest.....	44.93
Average wage per week of ten highest.....	35.85
Average wage per week of all graduates who reported:	
1st year after graduation.....	15.85
2d year after graduation.....	20.77
3d year after graduation.....	21.50
4th year after graduation.....	21.05
5th year after graduation.....	23.19
6th year after graduation.....	27.71

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#### **GETTING THE IMMIGRANT TO SCHOOL**

Every immigrant child arriving at a United States port of entry will henceforth be reported immediately to the school authorities in the locality to which he is destined, so that he may be placed in school without loss of time.

About 160,000 children between the ages of five and sixteen enter the United States annually; 85 per cent. of these come from non-English-speaking countries, particularly from southern Italy, Poland, Russia, Lithuania, and other eastern and southern European and Asiatic countries. Unless these children come into contact with American life through the public school, they are likely to grow up ignorant of American institutions.

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### **SUMMER SCHOOLS SHOW BIG GROWTH**

Statistics gathered by the school department of The New York *Globe* forecast a remarkable increase this summer in the number of students enrolled in the summer sessions planned by universities and colleges. The number of such sessions will total nearly 1,000 and there will be at least 250,000 students enrolled. In New York State alone between 30,000 and 50,000 students are expected to be in attendance. These figures are exclusive of the number that attend public summer schools.

The growth of the summer schools in recent years has been remarkable. They are a development from the teachers' institutions that usually were conducted by State educational authorities. These institutions established the fact that summer instruction would be appreciated and twenty-one years ago New York University conducted the first collegiate summer school in this part of the country. Columbia offered its first summer courses some five years later. Since that time there has been a remarkable increase in the number of colleges and universities conducting summer sessions.

At the present time the women students outnumber the men, due largely to the fact that so large a number of teachers study during the summer. Columbia had the largest summer session in the country last year.

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### **A CREED**

Worry less and work more,—  
Ride less and walk more,—  
Frown less and laugh more,—  
Drink less and breathe more,—  
Eat less and chew more,—  
Preach less and practice more.

—Exchange.

## **SEVENTEEN COUNTY AGRICULTURAL SCHOOLS**

### **What They are Doing for the Boys on the Farms in Pennsylvania**

*("Girard" in Philadelphia Public Ledger)*

I sat at luncheon with that fountain of knowledge respecting Pennsylvania schools, Dr. J. George Becht. His official title is secretary of the State Board of Education.

The title doesn't fit him at all. He is really the 200-horse-power dynamo which keeps the public school wheels in motion and doing what they are paid to do.

"You may like to know what all this talk of 'back to the land' has amounted to."

"Has it got anybody to stay on the farm?" I inquired.

"The talk hasn't done much," replied Doctor Becht, "but the 17 agricultural schools which have been started in 17 counties will keep more boys on the farm than all the good mottoes you can frame in a life time."

Then he told me what these farm schools, which are now a part of our public school system, are doing. They are teaching boys and girls how to raise on one acre what grew on two acres before. How to make a cow earn more than the cost of her board. How to fertilize a field and not rob it. How to tell where to plant potatoes and where to sow oats. What kind of soil will do best in clover, what should produce most corn, and the profit that lurks in vegetables and chickens.

Make farming as scientific as any other business.

### **Putting Theory into Practice**

"In a school out in Erie, which is simply a type," continued Doctor Becht, "taught by a young man who came from a farm via State College, grown-up farmers go to night school, and they have learned more in one winter than they had acquired in all their lives before."

The schoolhouse has become the social center. There are lectures and readings and talks and photographic displays. But the game is to learn how to make Mother Earth yield more food for her children. And she is doing it.

But Doctor Becht, like Governor Brumbaugh, is much interested in the \$100,000, which the Legislature is asked to appropriate for continuation schools. They will hit the town boys.

"Those schools," said Doctor Becht, "are intended to connect up the regular public schools to our various industries. Now there is a great gap between them. We want a boy to learn how to make shoes as well as to find out where the equator is. The continuation school will do it."

### **Superiority of Educated Men**

When asked how much educated men were superior to those uneducated, Aristotle replied: "As much as the living are to the dead."

Pennsylvania is making it possible for all farmers to become live ones. The live one will earn more money with less work and on a smaller piece of land than the dead one ever earned.

That interests the town folks, too, because the chief reason for high food prices is the restricted output. Census figures show that during a period in which population increased 20 per cent., food products gained only one-tenth that much.

The farm school will tend to make output of foods catch up with the growth in the number of persons who must be fed.

We have in Pennsylvania farmers whose ancestors in Germany were farmers for one thousand years. One year in a public farm school will teach them more than their ancestors learned in a century.

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## **THE COLLEGE MAN'S VOCATION**

*(Providence, R. I., Journal)*

That a college education does not necessarily mean preparation for what used to be styled the "learned professions" is, of course, well understood. It has been a long time, indeed, since that was the meaning. Is not the oldest living graduate of the present time as likely to be a retired manufacturer or merchant, as a lawyer, doctor, educator or clergyman? The legend rather sticks to the colleges, nevertheless; so that statistics showing what men go to college for, nowadays, and the vocations they pursue, are apt to be surprising as well as informing.

An examination of this matter, just made by a Yale professor, covering the occupations of eighteen thousand living graduates, shows that the drift away from the old professions has been greatly accelerated within the last ten years. Of the increase in the student body, in that period, by far the larger percentage has turned its back on the so-called professions, and has prepared for industrial, engineering, commercial and scientific

occupations. Ten years ago, for example, there were four times as many Yale lawyers as engineers; but since then the engineers have increased 135 per cent., the lawyers only 24 per cent.

Of eight principal occupations, among which all but two thousand Yale graduates are distributed, it appears that the law still has the greatest number. But manufacturing and engineering have passed the other professions, they are competing for second place, and one or the other may challenge the leadership of the law at no distant date.

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### NEIGHBORHOOD EDUCATION ON HEALTH

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#### Plan Started in New York City Commended by American Medical Association

Public education is now recognized as an indispensable part of any health promotion program, says *The New York Times*. Whether the organization be municipal, State, or national, some method is necessary whereby the salient facts may be presented and the proposed work outlined to the public, in the opinion of authorities. Many of our State Boards of Health have developed elaborate and effective methods for educating the people of the State on disease and its prevention; only a few of our larger cities have undertaken to do so.

A marked recognition of the growing demand for such work is the recent creation, by the Department of Health of New York City, of a Bureau of Public Health Education, in charge of an experienced whole time man, Dr. Charles Bolduan, carefully chosen after a civil service examination. One of the recent innovations inaugurated by this bureau is the publication of a series of neighborhood bulletins for use in different quarters of the city.

It is a significant commentary on the growing complexity of our largest city that pamphlets which are of great value in one part of New York are practically useless in another. The recognition of this fact and the effort to meet it by preparation of special pamphlets for each section is an evidence of the careful study that is being given to the problem and the effort that is being made to adapt methods to needs and conditions.

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### THE PATH OF GENIUS

If geniuses are born, as we sometimes hear, they must yet be born again of study, struggle, and work.—*Horace Bushnell*.



## **STORE EDUCATORS MEET TO ORGANIZE**

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### **National Retail Dry Goods Association Indorses New Plan**

America's first mercantile educational directors' conference was held in Toledo recently. The *Toledo Blade* gives an interesting account of the meeting.

The Lasalle & Koch Co. has just established, on the top floor of the big department store building at Superior Street and Jefferson Avenue, a training school for employees.

Miss Charlotte Rankin, a Smith graduate, specially trained in a post-graduate course in the new Boston School of Salesmanship, Simmons College, has been employed by the company permanently. Classes for the free education of clerks of the company have been opened and the school has an enrollment of 150. Student-clerks are instructed during working hours, while on salary.

### **Appoint National Director**

Simultaneously with the introduction of this innovation in Toledo comes the announcement that Mrs. Lucinda Wyman Prince, now head of the Boston School of Salesmanship and the pioneer in this branch of educational work, has been engaged as general director of education for the National Retail Dry Goods Merchants' Association, of which Alfred Koch, of Lasalle & Koch, is president.

Attracted by the value of vocational training, and the lack of such a branch of education in the public schools, Mr. Koch recently brought the matter to the attention of other officers of the national association.

### **Store Educators Confer**

The result was an immediate decision to employ Mrs. Prince, who, it is announced, will visit Toledo next week, inspecting the work begun here by her pupil, Miss Rankin. Mrs. Prince will assume her new position next September.

Friday's conference of store educators was held in connection with the monthly meeting of representatives of five leading mercantile houses in Ohio, including also one in Indianapolis. These monthly conferences are for mutual benefit of the firms represented, with nothing in common but the desire to improve methods and conditions.

Representatives who met here were Fred M. Ayres, president, William B. Wheelock, vice-president, and Victor C. Kendall, all of the L. S. Ayres & Co. store, Indianapolis; Fred Rike, Irving Kumler and Homer Aimes, heads of the Rike-Kumler Co., Dayton; Max Morehouse, of the Morehouse-Martins Co., Columbus, and Elmer McKelvey, of the McKelvey Co., Youngstown. The Lasalle & Koch Co. was represented by Mr. Koch.

Each conferee read a paper on "What Information Should Be Given to the Buyer."

This is said to be the only organization of dry goods merchants meeting solely for the discussion of the welfare of business.

In the conference of educational directors, held in the new class room of the Lasalle & Koch Co., four of these stores were represented.

### **Organize Education Board**

As a result of the meeting the first organization of mercantile educational directors was created. Miss Alma Steeg, educational director for L. S. Ayres & Co., Indianapolis, was elected chairman. Miss Jane Elliott, of the G. M. McKelvey Co., Youngstown, talked on the development of salesmanship by educational methods. Miss Lilian Meyncke, of the Rike-Kumler Co., Dayton, and Miss Charlotte Rankin were the other directors present. Miss Rankin was chosen secretary of the organization.

It is intended that the educational directors meet monthly at the time of the firm conferences. It is planned in the future to have these directors offer suggestions to the heads of the firms during the meetings.

The four stores included in this conference group are the only ones in this section of the country to adopt vocational training as a part of their business system. The Lasalle & Koch school promises to be one of the most extensive of its character, although scarcely yet established and not fully equipped.

### **Teach All Processes**

Miss Rankin has established seven classes, five of which meet in the Lasalle & Koch class room twice each week. Here practical lessons in every branch of mercantile transactions are given.

The course, including branches already being taught and those yet to be introduced, comprises salesmanship, business arithmetic, color and design, showcase designing, display work and practical psychology.

Particular attention is given to hygiene—its practical side, including diet, dress and care of the nervous system. Each modern educational director has served her time in actual salesmanship, behind the counter.

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### **URGE VOCATIONAL TRAINING REFORMS**

#### **Unions Representing 500,000 Workers Make Suggestions to Education Board**

In an interesting pamphlet, representatives of trade unions embracing more than 500,000 workers in New York City make suggestions to the Board of Education on vocational training. The workers urge that that phase of educational work be studied carefully and be so adapted that it will meet the economic needs of the community.

As a cause for the conference, in which ten of the largest unions were represented, the workers say that education which is not most applicable to the needs of the workers is a luxury. They contend that vocational training if misapplied is as much of a luxury as training in Greek and Latin.

A number of recommendations are based on the primary contention that to be effective vocational training should fit the pupils for that branch of trade in which there is the greatest demand for labor. If any other course is adopted, the pamphlet says, it will meet with the opposition of organized labor on the grounds that it is fitting workers for a trade in which they are not needed and for that reason is impairing both the earning capacity of the school graduates and of those already engaged in the trade.

Vocational training for financial profits, as in the case of private schools, regulates itself to meet the demands of trade, say the unionists. It is only in this way, they contend, that they are able to get pupils. There is no such incentive for the Board of Education and an unbalanced system of industrial training, once established in the public schools, may, therefore, continue for an indefinite period to pour each year into certain trades which are already over-supplied a new supply of labor efficiently trained, but trained for efficiency in the wrong pursuits.

### **Ready and Willing to Co-operate**

In making their recommendations the labor representatives say that the success or failure of any system of vocational training is determined largely, if not entirely, outside of the school. For this reason it is necessary to obtain the co-operation of workers, employers and other social agencies. Such co-operation, the workers say, they stand ready and willing to give.

The pamphlet recommends, first, that an exhaustive study be made of methods of vocational training in this and other cities. Another recommendation is that, following the determination regarding what courses shall be taught, an advisory committee of employees and employers be chosen to aid the Board of Education, the employees to be chosen from the union members and the employers from some organization of employers.

The pamphlet then suggests that the advisory committee have a voice in the appointment of instructors. For reasons not given in the pamphlet the workers say they are opposed to the present method of appointing such teachers. The advisory committee in this respect would act with the present Board of Examiners to give advice in establishing qualifications for the teachers.

The fifth recommendation requests trade representation on the Board of Education in addition to the special advisory committee. The final suggestion is that the United States Bureau of Labor Statistics be requested to act with the Board of Education in making a trade survey of the city.

The workers state that the original survey should not only be accurate and complete, but that further surveys should be taken from time to time, and the courses in vocational training be so adapted as to meet changing needs in the labor field. The pamphlet includes the signatures of the representatives at the conference. Among the organizations represented were the New York Central Federated Union, the Brooklyn Central Labor Union, the Bronx Labor Council, the United Hebrew Trades and the Women's Trade Union League.

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### **IF WE COULD ONLY SEE OUR BRAIN GROW**

"Education," says Uncle Eben, "would be a heap easier if a boy could only see his brain gettin' bigger an' stronger, de same as he kin de muscles in his arms."—*Au Sable News*.

## **NEW YORK CITY EDUCATIONAL NEEDS**

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### **New Vocational School for Boys is Ready—Is Located on Manhattan Bridge Plaza**

The Brooklyn Vocational School for Boys, which occupies the Cary Building, Manhattan Bridge Plaza, after many delays, is at last opened.

Circulars have been sent to all the Brooklyn schools notifying the principals of the readiness of the school and requesting them to inform the boys who are to graduate, as well as those who are fourteen years of age, but who are not graduates of an elementary school. These boys will be admitted if they pass an examination, conducted by Principal Loewy, in reading, writing, common fractions, decimal fractions, weights and measures, and can file a certificate of good character from the principal of the school they attended.

No pupil is to be admitted to the school unless he signs a statement declaring his intention of completing the course, which covers two years. The first year will be the trial year, to ascertain what the pupil is best fitted to do, and the second year he will be kept at his specialty.

These are the trade groups:

1. Woodwork—Joinery, cabinetmaking and finishing, house carpentry.
2. Metal Work—Machine-shop practice, tool and die making, sheet metal work.
3. Electrical Work—Electric wiring and installation, instrument making, electric signs, electroplating.
4. Draughting—Mechanical drawing, architectural drawing, making and reading blue prints.
5. Garment Design—Cutting, designing.
6. Printing—Composition, imposition, proofreading, press-work.

Arrangements are under way to acquaint manufacturers of New York and vicinity with the value of the practical instruction given at this school and of the advantages of employing boys who have received this kind of training.

The diploma awarded upon completion of the prescribed course will show the kind and quality of work done, the student's deportment, general ability to do manual work, reliability and initiative.



## **BRIDEWELL PRISONERS TAUGHT TRADES**

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### **Will Use John Worthy School Building for Classes in New Vocational School**

A vocational school for prisoners at the house of correction is the latest educational project to be undertaken by the City of Chicago.

Plans for the establishment of such a school have been announced by John L. Whitman, superintendent of the Bridewell institution. It is Mr. Whitman's own idea and he has a promise of co-operation from Mayor Thompson and others.

Mr. Whitman intends to use the John Worthy School—the corrective institution for boys at the Bridewell—for vocational classrooms. His plan is to open classes for adult prisoners when the school is relinquished by the board of education and the pupils transferred to the new school at Gage farm.

### **Psychopathic Hospital to Aid**

The tentative plan of Mr. Whitman is to operate the vocational classes in conjunction with the psychopathic hospital, which is also to have quarters on the West Side and from which he expects aid in determining the individual inclination of each prisoner.

The manual training course will include the following trades:

Carpenter,	Shoe making,
Plumbing,	Broom making,
Horse shoeing,	Bricklaying,
Electrical,	Plastering.

Some of the more important rudiments of the elementary schools, such as the "three Rs," will also be taught.

### **Expects 300 "Pupils"**

It is expected the first classes will have an enrollment of about 300 prisoners. Day and night classes will be arranged so as not to interfere with the shop work required of all inmates.

Each "pupil," according to Mr. Whitman, will be put through a four-hour course of study each day.

## NEW ORLEANS ALIVE TO VALUE OF EDUCATION

### Association of Commerce Preparing to Utilize the Delgado Trades School to Supply Skilled Labor

A conference held recently at the Association of Commerce, says the *New Orleans Times-Picayune*, of several organizations interested in the improvement of our public school system, and primarily to consider the status of the Delgado Trades School, in talking over the matter from several points of view, brought out many encouraging facts that seem to insure us at an early day this great and needed addition to our public school system, the one essential to make New Orleans the manufacturing center it hopes to be and which it should be—an abundant supply of skilled labor.

The conference was a strong one. It included representatives of the Association of Commerce, of the Public School Alliance which has been working for years for educational improvement and especially industrial education; and of the newly organized University Club, composed of the alumni of thirty universities in this city who have laid down, as their first work, the advance and improvement of our public schools. While these committees were without any authority to act in regard to the Delgado Trades School, their large membership of five thousand or more makes them important allies in the work of putting the proposed school into active operation. In their ranks were Mr. A. G. Ricks, of the city Commission Council and ex-officio treasurer of the Delgado fund; Mr. Wexler, president of the School Board; Mr. Gwinn, superintendent of the city schools; Mr. Hill—who, however, was not present at the meeting—who has made a careful study, for the city, of the needs of the proposed trades school and whose report, expected in June, will aid materially in arranging all plans.

### Fund Ample for Industrial Education

Thus, while the conference had no authority to act, it was in a position to learn all facts as to the fund, what could be done and what it was contemplated doing. The fund was reported by Mr. Ricks as between \$900,000 and \$1,000,000 and increasing at the rate of \$35,000 a year or more—ample for the purpose for which it was given—the erection and equipment of a first-class trades school for boys; we already have one for girls in the Francis Nicholls School.

The advantages of a trades school in this city, the absolute need of one to provide the skilled labor, the only essential we lack for great success in the field of manufactures, are so well recognized that they need not be discussed. The only question before the city has been one of financing the school, of putting it into operation and providing for its support; for while Mr. Delgado, in his splendid donation, left an ample sum to erect the largest and best equipped trades school in the South, he gave nothing for its maintenance. Where is the money to come from? The school revenues are dependent on the assessment of the city, and as that is not increasing, while just at present the attendance of pupils is growing because of the growth of population and the more rigid enforcement of the compulsory attendance law, there is scarcely sufficient for the support of the primary, grammar and high schools already in operation. Any money diverted to the support of the trades school would be at the expense and to the injury of the others. This is the problem that has faced the city and the School Board ever since Mr. Delgado left the funds for the school building. This meeting was for the purpose of looking over the situation and finding a way out of the difficulty.

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### **VOCATIONAL TRAINING**

*(Williamsport, Pa., Sun)*

One item which the governor will hardly cut is \$423,000 for vocational training. There are, of course, many other worthy objects for which money is appropriated in the bills now in the hands of the governor, but there is none that is more important to the whole body of the people. Pennsylvania has lagged in respect to vocational instruction in its schools. The defect is now about to be made good. An appropriation larger in amount may be reasonably expected two years hence.

The day of the three R's is now over in the public schools and it likewise appears that certain more advanced studies that found their way into the public school course some years ago, when the old curriculum broadened out, will be dropped. The question that confronts public school teachers and authorities is what shall be taught to pupils in the few years of their lives available for acquiring an elementary education?

Vocational training in the Williamsport schools is still in its early stages, but a fair beginning has been made and the benefits have been extended so as to include adults whose ordi-

nary school days are now over, but who are able to pursue certain branches of knowledge with great benefit. The amount of good which the Williamsport vocational school has done is beyond computation in dollars and cents. Its usefulness needs to be greatly expanded. It is a good thing of which there cannot be too much.

In the not distant future extensive vocational training needs to be undertaken in the rural public schools along the line of agricultural training. There ought to be no public school in any township in the State without its acre or so devoted to agriculture and horticulture with a view of stimulating the interest of pupils in problems of the farm, orchard, dairy and garden and their solution in a rational manner. This is a kind of vocational training that will pay big dividends. In addition, provision ought to be made for "extension" work among adults. Scientific farming needs to be taught and well taught. The farmers of Pennsylvania contribute a huge amount of the taxes annually collected. They are justly entitled to greater benefits than they are now receiving.

Every country public school should become a neighborhood center where information relative to the craft of the farmer is freely disseminated and where an interchange of views may be made and notes compared. Agriculture, like other branches of useful knowledge, must be acquired by persistent study, to which must be added much experimentation and demonstration. It is a kind of knowledge that is no more natural to humanity than any other.

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### **AN EXTENSIVE VOCATIONAL EDUCATION CAMPAIGN**

The American Electric Railway Association, composed of nearly all the electric railway companies in the United States and Canada, and with which a large number of electric railway officials are also personally affiliated, has inaugurated a most extensive educational scheme for electric railway employees.

For over two years, an educational committee of the association endeavored to develop a correspondence system of education for the benefit of employees of member companies, and through them, of the companies themselves.

This committee was composed of Prof. H. H. Norris, Associate Editor of the *Electric Railway Journal*, Chairman, and H. A. Bullock, Staff Assistant to the President of the Brooklyn Rapid Transit System; D. C. Jackson, Consulting Electrical

Engineer, Boston, Mass.; Martin Schreiber, Engineer Maintenance of Way, Public Service Railway, Newark, N. J.; and Prof. A. M. Buck, of the University of Illinois.

Originally the above committee proposed to furnish lesson papers in the shape of bulletins through the central office of the association, and a start was made that proved to the satisfaction of the committee two important facts: (1) that correspondence courses could be successfully used, and (2) that the expense in time and money required to produce proper lesson papers, and the necessity of personal systematic work among employees to induce them to educate themselves, necessitated a change in the original plans.

After much thought and thorough investigation, the committee decided that the most practical and economical plan would be to utilize the excellent instruction papers and experience of the International Correspondence Schools. When this decision was submitted to the Executive Committee of the Association, at its midyear meeting in 1914, permission was given the Educational Committee to make preliminary arrangements to that end.

The Educational Committee thereupon opened negotiations with the International Correspondence Schools, and after several conferences with officials and the heads of the electrical and mechanical departments of the schools, two special courses were decided on as being most suitable for electric railway employees. Each of these two courses when desired can be divided into two short courses.

These courses are as follows:

Mechanical Shop Course,	}	Mechanical-Electrical Shop Course.
Electrical Shop Course,		
Line and Trackwork Course,	}	Line, Trackwork, Power-House and Substation Course.
Power-House and Substation		
Course,		

At the national convention of the Association held at Atlantic City, in October, 1914, the report of the Educational Committee was received, and its recommendations were approved.

The Educational Committee at this meeting was enlarged to six members, two of whom were new members, viz., Prof. W. L. Robb, of Rensselaer Polytechnic Institute, and Prof. V. Karapetoff, of Cornell University. One of the new members replaced Mr. Jackson of the original committee.

The new committee, under the energetic leadership of its chairman, Prof. Norris, co-operates with the correspondence school and keeps in touch with the work.



### GENERAL EDUCATIONAL NOTES

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Hopes for vocational training legislation for Illinois at least two years hence were revived when a resolution was introduced in the house for an investigation of the various systems by a committee of three representatives and five senators. The resolution came from the educational committee. The committee has killed all the bills for vocational training introduced at the present session, so there is no hope of immediate action. The investigation will be carried out in the next two years and a report will be made to the fiftieth general assembly.

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The Vocational Guidance Association is a newly formed Brooklyn organization that is seeking to solve the employment question by attacking it early. This is the aim of the movement: "To assist boys and girls, young men and women, in deciding wisely on a life vocation; to secure for them proper technical and practical training in preparation for the same; to secure suitable positions or openings for the fullest expression of their abilities in accepted vocations."

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Power machine operatives have the choicest of callings as far as vocational school educators can determine. From investigations conducted in other cities of the same standing in the commercial world, Miss Griselda Ellis, head of the Girls' Industrial School of Newark, N. J., finds the same conditions hold true there. Working in an experimental way herself, Miss Ellis has unearthed several facts in planning the courses for her school which has just closed its first year. One thing that stands out foremost, in her mind, is that the school's permanent organization must be planned after all investigations have been made. Miss Ellis feels that the conditions obtaining in the community where such a school is located should determine the character of the school. This applies to the industrial institutions. "The coming trade for women is said to be power-machine operating," said Miss Ellis. "Clean, light workrooms, well ventilated and completely supplied with good sanitary equipment, are characteristic of plants where power machines are used. For this reason and for another which is of a pecuniary nature, the training of power-machine operatives is highly desirable."

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Mr. Charles A. Prosser, Secretary of the National Society for the Promotion of Industrial Education, has resigned and will, on September 1st, assume the position of director of the Dunwoody Industrial Institute of Minneapolis.

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Manual training as a means for fitting the "nonintellectual" high-school pupil for the business of earning a living was given as a remedy for what he termed a serious problem in education, by William T. Bawden of the department of education of Wash-

ington, D. C. Mr. Bawden spoke at a session of the Western Drawing and Manual Training Association in the Art Institute, Chicago. "We face," he said, "a serious problem with the nonintellectual type of student. The operation of the compulsory attendance law is gradually raising the age of dismissal and is holding back to literary studies pupils who have tried to get away from it. We must be the hope of these students. We cannot choose for our classes, as do many high-school teachers, but we must take them and fit them for the business of life."

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Longer hours and a reduction of academic work in industrial schools, the assignment of more practical problems in manual training, and the forming of a vocational guidance committee of teachers in every elementary school, were among innovations urged by Cephas I. Shirley, assistant city superintendent of Newark, N. J.

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Gov. Whitman vetoed the Ellenbogen Bill which would exempt from competitive examination principals and teachers in vocational, trade and industrial classes in New York City. The Governor declared the bill objectionable because of this exemption.

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Since the United States took charge of the Philippines more than 3,000,000 natives have had some instruction in the English language.

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Gov. Brumbaugh of Pennsylvania has signed the vocational educational bill as it was presented by Mr. Milliron Armstrong, and is designed to carry out the governor's ideas on that subject. It establishes the bureau in the department of public instruction, and arranges for two divisions, agricultural and industrial, each under a chief at \$4,000, two supervisors at \$2,000 and two stenographers.

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Nearly 2,300 pupils are taking pre-vocational trade courses in the New York City schools under the direction of Associate City Superintendent Ettinger. In some schools the pupil is allowed to specialize in some branch of the work after finishing his eighth year. This, it is said, is especially valuable to those who cannot afford or who find it inconvenient to travel to trade or technical schools.

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Another industrial center has been opened in connection with the Washington public school system. Forty pupils of the seventh and eighth grades of the extreme southeastern section of the city enrolled in the vocational center at the Lenox School. Carpentry and mechanical drawing are offered the boys, while housekeeping, millinery and designing may be studied by the girls. Typewriting, mathematics, English and history are required of all pupils, who are regularly promoted to high schools. Sessions last from 8.30 in the morning to 4 in the afternoon.

"About two-thirds of the public and high-school children are physically deficient and should not be permitted to continue their studies." So said Charles M. Stebbins, teacher in English at the Erasmus Hall High School, New York City, and author of a dozen text-books in outlining plans for the establishment of the New University, where an industrial and intellectual education will be combined, instead of the present system of exclusively intellectual training. "Lack of proper attention to physical education leads not only to all kinds of physical weaknesses, but in many cases to criminal tendencies," he continued. "In the first place, no child whose physical development is not properly taken care of can possibly be normal. His outlook upon life must necessarily be a faulty one." The proposed plans call for the opening of a school to accommodate between 200 and 300 pupils in the Fall. Workshops, printing plants, etc., will be operated by the boys, and dressmaking, millinery shops and a model restaurant by the girls.

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A continuation school was opened in Rosenbaum's new store in Pittsburgh recently. About 100 junior employees, between the ages of fourteen and eighteen, attended. Each student receives four hours of instruction weekly, during regular hours of employment, without loss of pay. Subjects taught are arithmetic, English, hygiene and local geography. Later, textiles and salesmanship will be taken up under the direction of the department of vocational guidance of the Pittsburgh public schools. Although the school was somewhat late in getting started, owing to delay in completing the new Rosenbaum store, this was the first store to request the Board of Public Education to establish such a school.

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Cleveland, Ohio, is about to undertake an extensive piece of school survey work. This study will cover all phases of the city's educational activities, together with a survey of principal industries associated with vocational training, the latter looking toward the formulation of a constructive program on industrial education. Dr. Leonard P. Ayres, director of education for the Russell Sage Foundation, will direct the survey, which will be under the auspices of the Cleveland Foundation. The results, which are expected to be in hand by the close of the present year, will be eagerly anticipated, and the undertaking doubtless will establish a precedent for similar widespread investigations in other cities.

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"Present day education in American high schools and colleges may do for the 'idle rich,' but it is not practical enough for other young people," said Professor John Dewey, of the Department of Philosophy of Columbia, lecturing to Vassar students. "Education now should be along the line of social service," he said. "We will soon come to see the importance of sciences and other practical subjects. We must have vocational training."

A great work of uplift for boys and girls of the colored race is going on daily in the Durham School, Sixteenth and Lombard streets, Philadelphia, says the *Record*. In working out its policy of bringing into the school those occupations that demand large numbers of colored boys and girls, the school has many educational features that are to be found no other place in the city. The 1,000 pupils in the school are given that kind of instruction in various lines of endeavor which will tend to promote efficiency in their after-school life. For the boys there are classes in tailoring, carpenter work and other trades, while the girls are trained in plain cooking, sewing and numerous other branches of domestic science, including infant care. A good deal of attention is paid to the latter branch of the domestic science department, and as a result scores of girls leave school to become efficient nursemaids. The cooking course is one of great popularity among the girls, and more than 200 of them are working daily in the scientific kitchen in the school building.

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New appropriations of \$3,500,000 for school buildings and equipment and \$550,000 annually for maintenance will be required to carry out the child labor and continuation school commands of the new educational law of Pennsylvania, by the city of Philadelphia.

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Public meetings will be held in various sections of York County, Penn., this spring and summer in the interests of the establishment of vocational schools for training boys and girls in scientific farming. County Superintendent C. W. Stine will have the assistance of representatives of the state department of public instruction in his work.

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"Will the young men from our agricultural and technical schools go south and direct the industries of the continent over all Spanish America until they and their children become the most potent factors in the forward march of those States? This is the kind of conquest that our educators should be planning," says the *Salt Lake Goodwin*.

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One of the most recent employment experiments in England is a trade training school for grown-up men, enabling them to shift from a trade temporarily stagnant owing to the war, into one where skilled labor is urgently needed. The experiment is being carried out by the Prince of Wales relief fund, and if successful, may be indefinitely extended. The school was opened December 7th. In the first five weeks of its existence it enrolled 139 men, 64 of whom have "graduated" and obtained employment as leather stitchers. More than half of the men placed have been over forty years old, and the report of the first five weeks' work in the school states that men over forty, "and indeed over fifty," are quite as quick and adaptable as the younger men.

